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ABSTRACT

While libraries, as a species of complex organization, may not be facing immediate extinction, the available evidence suggests their long-term survival prospects are not particularly encouraging. Libraries, in general, have not responded adequately to rapidly changing social, economic and political factors. The locus for change lies in library education. Librarians, trained as information counselors, can make important contributions to the solution of some of this nation's major political, social and economic problems. However, before library schools can even begin to educate such specialists, faculty and administrators must recognize the need to make changes in almost every phase of their operations. They must establish new goals, assess their current status, and devise means by which to reach these new goals. Moreover, they must develop mechanisms with which to evaluate progress toward the attainment of these goals, as well as assessing the continued validity of their new objectives. Library educators must develop flexible organizational structures capable of adapting to new conditions, and they, themselves must be flexible and willing to modify their own behavior. (Author/SJ)

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Effecting Change

In

Library Education

by

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Preface and Acknowledgements

The first drafts of this article were written when I was formally associated with the library profession as Assistant, and then, Acting Dean of the School of Library Science at Syracuse University. Although no longer associated with the profession in a formal manner, I still empathize with librarians and library educators. That is why the terms, "we library educators" are used throughout this paper.

I am grateful to Professor Pauline Atherton and Dean Robert Taylor of the School of Library Science at Syracuse University. They both read and commented on earlier drafts of this article.

Madison, Wisconsin
May 15, 1973

Effecting Change in Library Education

Allan F. Hershfield

> ...Human institutions have rarely been killed while they retain vitality. They commit suicide or die from lack of vigor, and then the adversary comes and buries them. So long as an institution conduces to human welfare, ... nothing can prevent its going on to greater prosperity.
>
> A. Lawrence Lowell[1]

INTRODUCTION

Complex organizations, created during one historical period, find it difficult to modify their objectives and operating procedures to meet demands activated by new and different societal problems. One need only review the history of passenger service on American railroads to gain a perspective on the future of organizations which do not recognize the need for change, or having seen the need, don't know quite what to do about it.

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[1]Quoted in Hefferlin, 1969, p. 17.

While libraries, as a species of complex organization, may not be facing immediate extinction, the available evidence suggests their long-term survival prospects are not particularly encouraging. Whether one looks at library use statistics,[2] current levels of budgetary support,[3] or the emergence of alternative institutions which are attempting to meet human

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[2]At least seventy percent of this nation's adult population never uses a public library (Knight and Nourse, 1969; Evans, 1970). Academic libraries are used by a small percentage of the students enrolled in this nation's institutions of higher education (Knight and Nourse, 1969).

[3]Public libraries an a good many urban area, where much of the population suffers from information deprivation, have had their budgets cut sharply. The proposed federal level of funding for libraries has been reduced to zero in the President's latest budget requests. Academic libraries are also being called upon to make major budget reductions. Although these cuts, in themselves, are a cause for concern, the situation may be even more alarming. Although it is difficult to document, it seems that libraries are being called upon to make budget cuts much greater than those being requested of other similar types of public organizations such as zoos, museums, school systems in general and regular university departments and other supporting facilities, such as computing centers. If, as Vernon Pings suggests..."the ultimate check on a social agency in an open democratic society is the support it receives...," (p. 175), the data represented above suggest many people in this society don't believe libraries, as they currently operate, are worth the expense.

information needs,[4] the future does not seem bright.

We live in a period of unprecedented social, economic and political change. Libraries, in general, have not responded adequately enough to these new conditions to reverse the trends one can see in the literature cited above. Some practicing librarians are aware of these problems, and are making attempts to deal with them.[5] Unfortunately, however, they are limited by their training and experience to a range of alternative strategies which is much narrower than it should be, and we library educators bear a heavy responsibility for that state of affairs.[6]

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[4]Data banks, information centers and many other types of institutions designed to service the information needs of differing client groups have come into being by the thousands during the past decade. While some of these organizations are associated with libraries, most of them are not. (Harlow, 1970; Kochen, 1972; Wasserman, 1970)

[5]The Brooklyn Public Library and the Rochester Public Library have developed a number of extremely innovative user-oriented services. In Rochester a branch library is open from 7 PM to 1 AM every morning and is run as a coffee house. An exciting visiting artists' program is also available at the Rochester Public Library. The Brooklyn Public Library has placed books and other materials in bars, barbershops and a variety of other environments in which one might not expect to find such materials available.

[6]The entire library profession must be held accountable for the current state of libraries.

People generally do what they know how to do, even when what they know how to do no longer serves any contemporary purpose.[7] Many librarians are unable to change their professional behavior to meet the demands of the latter part of the twentieth century. Given the state of current knowledge, it is difficult to determine exactly why this should be the case, but it is clear library educators bear at least part of the responsibility for this state of affairs.

Many of the failings of library education have been detailed elsewhere.[8] This is a summary of, and an addition to these criticisms. A somewhat different orientation for Library Science is suggested, and recommendations are made for changing

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[7]The Old Testament includes the names of many peoples who have ceased to exist as coherent social groups because they were unable to change to meet new and different challenges. An instructive contemporary example of this phenomenon can be found in the Bushmen of South Africa. Archeological evidence suggests they once inhabited much of East, Central and South Africa. Being unwilling or unable to modify their technology or social system to respond to pressure from other African peoples and Europeans, they now are forced to live in a small portion of the Kalahari Desert in South Africa. The other areas in which they lived are now inhabited by people of European ancestry or other Africans (Murdock, 1959).

[8]Boaz, 1970; Bookstein, 1972; Harlow, 1970; Greer, 1972; Wasserman, 1970; Dalton, 1969; Mariani, 1970; Garrison, 1970.

graduate library education. Potential problems as well as some positive factors likely to be encountered by those seeking to introduce change are described.

Attempts to introduce innovations in existing American institutions of higher education have not, in the past, met with great success. Typically, change has been brought about by the creation of new units. "...and the competition of those organizations has forced existing institutions to adapt their functions in order to survive..." (Heferlin, 1969, p. 4). This is a wasteful and haphazard approach to the introduction of new ideas. Hopefully we library educators will recognize this fact, and set about modifying programs systematically before having change thrust upon us by external forces.

There is no intention here to argue for the adoption of a single, uniform model by all library schools. The information[9] needs of society and the requirements of the library profession are far too diverse to justify such an approach. Hopefully,

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[9]The terms "information", "education" and "entertainment" are all subsumed under the single rubric "information".

library educators and others will be able to use those ideas presented here which best suit their particular circumstance.[10]

Before proceeding further, a question raised by librarians and non-librarians alike must be answered. If libraries are not performing well enough to justify continued public support, why not allow them to pass from the scene? Alternative institutions will arise which will meet societal information needs more efficiently and effectively. If this occurs, then library schools will have become obsolete, and they too will fade into oblivion.

If one agrees with this position, there is no need to read further, unless you believe that recommending changes in library education can bring about changes in libraries and prevent librarians from becoming irrelevant.

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[10]A few pages further on, an argument is made for the adoption of a new orientation by library educators. Even if all library schools were to move in the directions suggested, there would still be varied opportunities for specialization and differentiation within the field. Such specialization would be possible according to the new standards for Accreditation of the American Library Association.

Although most people in this society are not aware of it, many of our contemporary library school graduates perform superbly when they are given the task of designing a system for acquiring and organizing a body of information so it can be stored and retrieved with relative ease.[11]

Our society is facing an information problem of enormous proportions. No longer is the problem to find sufficient information on many topics. Rather, the emphasis has shifted toward designing information systems, with human and non-human components, which put out less information than they take in (Simon, 1972)-- information which is packaged appropriately and relevant to the requester. Anyone who can contribute to the design and operation of such systems is far from obsolete. Librarians are, unfortunately, often unable to demonstrate their abilities in this area because they practice their profession within the confines of a library-- an institution which already possesses a fairly standard information storage and retrieval system. A

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[11]Graduate students, enrolled in the School of Library Science at Syracuse University, have performed magnificently when given the task of acquiring and organizing information for a neigborhood referral center, or researchers. Similar examples can be found at many other library schools.

much broader view of librarianship is required before librarians can demonstrate successfully their professional competence as information specialists. According to such a view, librarians do not necessarily require a library in the usual sense to practice their profession (Greer, 1972).

LIBRARY EDUCATION: WEAKNESSES AND SUGGESTIONS FOR CHANGE

The Need for Research

One of the most telling criticisms of library education is that it has tended to be parochial (Bookstein, 1972).[12] Our main goal as library educators, seems to have been to process bodies for entry into the library profession, with practicing librarians dictating the type of education students should receive (White, 1961). We have failed to provide the type of intellectual leadership being furnished by law and medical schools to their respective professions. One of the main reasons for

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[12]While the author cited does not make that charge directly, he does say, "Traditional library education has often emphasized instruction in a body of practices; a student in such a program learns to handle a canonical set of events found effective in the course of library experience. Such training, if accompanied by an understanding of the principles and reasons for library practice, is essential..." (emphasis added) (p. 141).

this inability to influence the future direction of our profession has been our failure to do research[13] (Taylor, 1967).

With a few exceptions, most of the research completed in the field of librarianship has been done by commercial firms (under contract to state or private organizations), by practicing librarians (seeking answers to immediate problems facing libraries), or by doctoral students who tend to write their theses and little else thereafter. Although much of this applied research has been valuable, it has tended to be atheoretical.[14] Few attempts have

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[13]The meaning of this term, as used here, is the systematic and rigorous gathering and analysis of data with which to test or generate hypotheses, with the long-term goal of developing a set of logically inter-related propositions which describe, predict and explain the occurrence of particular phenomena.

[14]Even the limited number of studies of theoretical import have tended to focus on questions such as, Who used the card catalog, for what purposes (Lipetz, 1970), or what type of statistical distribution best describes the demand of certain kinds of books (Lazorick, 1970 and Jain, 1968). An exception to this generalization is Bradford's Law of Scattering (Bradford, 1948; Naranan). Broader theoretical questions seem to go unstudied. (Questions such as-- How do people seek information? Why do people seek information? Why do people fail to seek information? Do different types of people seek information in different ways, and if so, how can information systems be designed to suit the information seeking behavior of differing client groups?) See Zweizig, 1973 for an excellent critique and review of research on public library use.

been made to contribute to the development of a body of theory which could be used to help describe, predict and explain the occurrence of significant phenomena such as human information seeking behavior. This lack of useful theory may well be one of the reasons libraries have been comparatively slow to change. There has been little solid data upon which to base decisions to move in new directions.

To provide intellectual leadership to the field, library educators must begin to do research of a broad theoretical nature-- research which deals with human information problems in general, as well as with problems more directly related to that class of information systems known as libraries.[15]

A Different Orientation for Library Educators

Library Science might well move towards adopting some of the research methods and goals of the social sciences. If Economics is concerned with the way men gain their livelihood (the production and distribution of goods and services); Political Science focuses on the manner in which human beings

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[15]See Harold Borko, (1970) for one description of the types of research required in the fields of Library and Information Science.

govern themselves; Social Psychology deals with human behavior in groups; and Sociology and Anthropology study the origin and structure of human society and institutions; then, let Library Science concentrate on studying human information seeking and processing behavior in different environments, human information needs[16] and the systems whereby those needs are satisfied.[17]

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[16] See Long et al. (1971) for an excellent summary of the problems encountered in attempting to define the concept of "needs".

[17] This does not mean library educators should use the social sciences (individually or collectively) as a model academic discipline, to be emulated in detail. The social sciences suffer, in varying degrees, from a number of failings, and there is no reason to add these problems to those already facing library educators. See Sorokin, (1956), for a now outdated and somewhat overstated critique of this work, many of Professor Sorokin's criticisms are, unfortunately, still valid today.

A significant criticism which Sorokin does not make is that progress toward the development of empirically-based, broad theoretical perspectives has been exceedingly slow in the social sciences.

Still another reason for not following the social science model, in detail, is that library educators must be concerned with education of professional practitioners of a somewhat different nature than those trained in some social science fields (i.e., clinical psychologists or economists.)

The adoption of this sort of orientation by library educators would be a first step in the development of the broader view of librarianship which seems, thus far, to have been lacking in the profession and the society at large. Practitioners as well as researchers would learn to focus on human information needs, human information seeking behavior, and the design and operation of information systems structured to serve different client groups. Library educators would continue to be concerned with recorded materials, but their approach to the study of the acquisition, organization, storage and retrieval of information resources would be dictated by their knowledge of and concern for human beings, rather than the acquisition and organization of media as ends in themselves.[18] Assuming library schools chose to be guided by this approach, and made the thorough going changes it would dictate, the profession could move a long way toward

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[18]Far too many complex organizations in our society have come to be administered for the convenience of the people who run them rather than for the clientele they are supposed to serve. In the library profession, this type of "goal displacement" can be seen in situations where the library's main purposes seem to be to order, process, store and (sometimes) retrieve books-- rather than serve patrons.

the elimination of the distinction between Librarianship and Information Science.[19]

Moreover, practitioners, educated in institutions with this sort of an orientation, probably would find a much wider range of employment opportunities open to them than has thus far been the case. They would be information counselors, capable of linking clients with the information (in whatever form) they might require. Similarly, researchers, educated to study human information seeking behavior, information problems, and systems would find their services in demand in business, government and a variety of academic

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[19]Personnel identified with the former tend to have a humanities background while Information Scientists frequently have a strong mathematics and science background. C.P. Snow's work The Two Cultures, points up the differences and lack of understanding between individuals with science backgrounds on the one hand and those in the humanities on the other. Libraries and computer-based information systems are separate categories in a single class called "information storage and retrieval systems." While systems falling in either category do differ from one another in many ways, there are some broad areas in which they are similar, if not identical. The differences between library scientists and information scientists, described above, often have led to systems in each category being treated as though they formed two different and distinct classes of phenomena.

institutions-- in addition to those organizations which traditionally have employed individuals with doctorates in library science.[20]

There is another advantage in focusing first on human information needs and human information seeking behavior, and then, on material and media. As clients' needs and behavior change, members of the profession will be able to recognize these changes and modify their own behavior to conform to new demands much more quickly than has been possible in the past.

Restructuring and Reorienting Library Schools

Producing information counselors and highly skilled researchers of the type described above will require an education very different from that currently being offered by most library schools. Each school, wishing to move in this new direction will need to reassess and restate its goals-- as well as assure that every phase of its operations contributes toward the attainment of its new goals.[21]

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[20]Initial demand for the services of these types of practitioners and researchers will not develop quickly, without a communication campaign by library schools and professional associations such as the American Library Association, the American Society for Information Science and the Association of American Library Schools.

[21]The new standards for accreditation of the American Library Association make it easier for each library school to undertake this process.

Although curriculum, students, background and orientation, course content, teaching methods and the total learning environment must be re-examined and, where necessary, changed to conform to new goals, there is another extremely important element, often overlooked in attempts to change education. Unless we know something about the type of students we attract, all our efforts to introduce change may fail. The new strategies and approaches we devise may be unsuited to the needs and characteristics of our students. We do know a good deal about many of the qualities of librarians and library school students. They have been studied repeatedly over a number of years (Bryan, 1952; Douglass, 1957; Morrison, 1960; McMahon, 1967; White and Macklin, 1970; Clayton, 1970). These studies all tend to produce similar findings.

The modal librarian (and library school student) is a white, middle-class woman, somewhat older than her female counterparts in other graduate programs. She generally is oriented towards the humanities (having majored in English, History, etc.) rather than the physical or social sciences. She tends to be passive and submissive in social situations, she lacks self-confidence, is deferential and respectful of authority,

and negatively oriented toward change. While this modal type may have been somewhat modified in recent years, because of the emergence of computer-based information science and the consequent attraction of more people with backgrounds in science and mathematics, the findings of all the studies cited above suggest this is still the main type of student who tends to be attracted to library school.[22]

These findings have interesting implications for those who would change the profession. The qualities essential for our newly minted information counselors are very different from those of the typical librarian. Empathy, or the ability psychologically to put oneself in the client's place, is one of the most important qualities for user-oriented information specialists and researchers to possess.

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[22]Male chauvinists, who find in this description of the modal librarian support for their view of the world, should know that the studies cited above found that approximately 10 to 15 percent of the students in library schools and practicing librarians were males. These males tended to exhibit psychological characteristics similar to the modal females. It shuuld be emphasized here that there are, indeed, practicing librarians who are dynamic, energetic, and empathic. The modal type described above should not be construed to apply to all librarians.

Too many contemporary librarians

> "...are seemingly satisfied with making superficial and, as often as not, downright erroneous responses to inquiries for information which the applicant has not clearly expressed and the librarian does not sufficiently understand, giving him quickly what he wants rather than what he needs with the hope that he will go away..." (Harlow, 1970, pp. 3-4)

The emphatic information counselor is, I would argue, much less likely to perform in this fashion.

A number of other characteristics are said to be important, if not essential, for those wishing to enter the library profession. "...The academic library of today has a special need for imaginative people with innovative ideas...," individuals who are aggressive and can push their ideas with conviction (Clayton, 1970, p. 398). Librarians are badly needed who are willing to make decisions and assume the responsibility for their actions (Pings, 1970). Dynamic, active, problem-solving librarians are required to deal with the twentieth century information problems of American society (Harlow, 1970). Future graduates must be adept at problem solving, and policy formation as well as having a service orientation, if they are to serve the public library well (Monroe, 1970).

It is clear, then, that our user-oriented information counselors and researchers should be dynamic, flexible, imaginative, innovative, receptive to change and people-oriented. If these are, indeed, characteristics essential for future graduates of library schools to possess, then one of the major problems facing library schools is how to develop these qualities in students who now tend to be attracted to the profession, or how to attract students who already possess them. At first thought, the attraction of different types of students (psychologically, ethnically, and in terms of previous training and orientation) seems to be the easiest and quickest way to solve this problem. A more careful assessment of the situation makes one realize this is not an easily and quickly resolvable problem.

The traditional image or stereotype of the librarian is far more accurate than any of us care to admit, and this poses difficulties for anyone wishing to attract more dynamic and imaginative students to the profession, as well as members of minority groups and males. At the mere mention of the words "library" or "librarian", a self selection process begins to ope-

rate which almost guarantees that, psychologically, the new student will closely resemble previous graduates, hence, it would be imprudent administratively to use psychological tests as screening devices. Given the self-selection process just described, the psychological instruments probably would help eliminate fifty to seventy-five percent of the students who normally submit applications for admission.[23] No educational institution can sustain that kind of drop in enrollment for any length of time and continue to survive.

Thus, we have an interesting circular dilemma--the characteristics of practicing librarians help establish the public perception of librarians, and that image attracts students who fit that perception. Library educators, hoping to change the profession, must recognize this problem and develop strategies for dealing with it before there can be much hope for success.

Subtle campaigns will be required to interest different types of students in the profession. It might be

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[23]In spite of the fact that study after study has produced similar findings over a twenty-five year period, and leaders in the field have been stressing the need for dynamic new blood for some time, it is difficult to find any evidence of the use of psychological tests to screen applicants for admission to library schools, or for diagnostic purposes-- to help students with program planning.

wise to avoid the use of the terms "library" or "librarians" in the initial stages of such campaigns-- at least until prospective students can be attracted to formal and informal gatherings at which they can be exposed to current opportunities and future potential in the information field. Efforts should also be made to help those students traditionally attracted to the field become more flexible, aggressive, empathic and receptive to change. There is some very limited evidence that certain styles of teaching may help at least some of these students begin to develop the desired qualities (Dervin, 1972).

Restructuring the Environment in Library Schools

Most efforts to change library education have, in the past, concentrated on the introduction of new courses into the curriculum, and even these attempts at improvement have been unsystematic and piecemeal. With the exception of a few new courses in information science and non-print media, most library school core curricula have remained relatively unchanged since the 1920's (Harlow, 1970; Reed, 1970[24]).

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[24]Compare the courses in Williamson (1923) with those reported and described by Reed (1970).

Even today, most arguments for change focus once again on the curriculum and course content.[25] While major, thorough-going and systematic changes in curriculum and course content are required, it may be even more important to view the total operation of the library school as a learning environment which can be designed to serve two purposes.

1. The creation of a model user-oriented institution, and
2. Facilitation of creativity, innovation, and research on the part of individual faculty members, as well as encouraging cooperation between faculty members, between students, and between faculty members and students (Atherton, 1972).

It has become a cliche to argue for the development of people-oriented institutions in our materialistic society. In spite of this, these sentiments continue to be echoed again and again. Unfortunately, few individuals who stress the importance of creating people-oriented institutions go much further than their own rhetoric.

Library schools, wishing to train user-oriented researchers and information specialists, have an unusual opportunity to move beyond pious statements of aspirations. Most library schools tend to be small

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[25]The articles in Goldhor (1970) provide an example of this concern, and all of them reflect an emphasis on curriculum and course content.

(fewer than twenty-five full time faculty members[26]), self-contained units, led by their own deans or directors. They exercise a good deal more control over their own affairs than do most academic departments (which are part of larger schools or colleges).

Administrators and faculty members in library schools could set about making their own schools model user-oriented institutions. Successful efforts to reach this goal would eliminate the all too typical situation reported in a recent study of library education:

> ...One gets a feeling of a somewhat impersonal career-oriented atmosphere that was confirmed both by our visits and by the respondents' /library school students/ assessments of what their school experience has contributed to them... (White and Macklin, 1970, p. 39).

Students compose the user population library schools are expected to serve. To change the schools into model user-oriented institutions will require behavior and thought patterns, on the part of faculty and administrators, to be much different from those they have heretofore exhibited. Each aspect of a school's activities must be reassessed

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[26]See Journal of Education for Librarianship, Special Edition, 1971.

to determine whether or not it contributes to the creation of the desired model.

Many questions might well be asked as part of such an evaluation: Beginning with the student's initial contact with the school, how is he treated; what kind of response does he receive to his initial inquiry, in what form, and how long does it take for him to receive a reply? Does the student receive, from the school's office, all the information needed to submit an application for admission, or must he visit or make inquiry of several other offices on the campus? How often must a student play "musical offices" before his information needs are met? Is friendly informal contact between faculty, administrators and students encouraged? If so, how? What mechanisms or processes are consciously used to facilitate such interaction? These are only a few examples of the types of questions which might be included in a thorough review of a library school's operations. They suggest that one of the main foci of the review should be the nature of the relationships between faculty and students, students and administrators, and staff members and all other groups. The creation of a friendly, facilitative, non-threatening (but mildly competitive), and intellectually stimulating

environment would be the ultimate goal of such an evaluation.[27]

Having actually experienced such a climate, graduates would have a better appreciation of its importance. Moreover, they might even be able to adapt some of the techniques and processes used to create that environment to develop similar user-oriented information services and facilities.

Another step in creating the desired environment is the reassessment of every administrative and advisory procedure. One of the most difficult parts of such an undertaking will be to motivate individual administrators, faculty and staff members to analyze and modify their own behavior. Those of us who have been "sitting on the other side of the desk" must realize that to become user-oriented may mean that many standard routines and processes have to be made more difficult or complex for us, to make them less complex and easier for our users, the students.

The management philosophy which dictates decision-making procedures and operation style should also be scrutinized. The type of theory

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[27] See Thompson (1969) for a review of the literature on creativity and innovation in bureaucratic organizations.

explicit or implicit in the minds of administrative officers is one of the important factors which can impede or encourage the development of a user-oriented model a model which will also help facilitate creativity on the part of faculty members. (Thompson, 1969)[28]

Although it is difficult, if not impossible, to find sound empirical evidence on the dominant management style in library schools, impressions gained at professional meetings, contacts with students and faculty from a number of schools, and visits to other library schools, suggest there are two main management models which seem to predominate. The prototype of one model has been called the "monocratic organization."

> ...The monocratic organization stresses hierarchical authority and communication ('going through channels'). It is highly oriented toward control, predictability, reliability Control is facilitated by defining jobs narrowly, programming activities into routines to the greatest extent possible, and fixing responsibilities by avoiding all overlapping and duplication. The monocratic stereotype dictates centralized control over all resources. It stressed iron discipline from the top down, enforced by the centralized administration of extrinsic rewards and deprivations. It demands the undifferentiated time and effort of its members in the interest of the owner's /dean's/ goals. Even as the organiza-

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[28]Thompson is concerned with the general topic of bureaucracy and innovation. Until research is done on the introduction of innovations in library schools, the findings reported by Thompson and others (Hefferlin, 1969; Hage and Aiken, 1970; Rogers, 1962), might well be used as a guide by those who wish to change library education for the better.

> tion is a tool, so are all of its participants... Carried to its logical extreme, the only person in the monocratic organization who could innovate would be the 'owner' (the 'top man') (Thompson, 1969, p. 17).

The origin of this model can be found in the works of Frederick Taylor and the "Scientific Management Movement" (see Tausky, 1970 and George, 1968). Although this approach was developed for industrial shops, it has come to be widely applied in all types of complex organizations throughout our society.

The second model might well be called the "Laissez faire model." The primary purpose of administrators guided by this philosophy is to do that minimum amount of management necessary to assure that the organization continues to function-- classes are scheduled and met, and the budget and the annual report are prepared. The prime goal of this tyee of administration is to create an environment in which each individual faculty member has the maximum amount of freedom and encouragement to do his own individual teaching and research.[29]

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[29]The stress on individual effort cannot be overemphasized. Academic departments in a good many, if not all, of our nation's most prestigious institutions of higher education either look askance at coauthored articles and books, or won't count them at all towards initial appointment, promotion or tenure.

When looking at organizations of this type, one is hard put to find any evidence of common goals or purposes beyond that of improving the reputation of the academic unit through the publication of individually-authored research and scholarly articles in the most prestigious professional journals.

Both of these management models are oversimplified and stated in extreme terms, and neither model neatly fits many contemporary library schools. Nevertheless, it does seem that most schools are administeres in a fashion close to that specified by either one or the other model.

Neither paradigm is suited to the attainment of the two goals specified earlier (cf. p. 24). The monocratic model discourages innovation, except that originating with the "top man", and the "laissez faire model" does not encourage cooperation between faculty members. (Indeed, depending upon the reward structure, this model may actually discourage cooperation.)

Participatory management (Likert, 1961 & 1967; Argyris, 1964) or that approach to management designated as "Theory Y" by Douglas McGregor (1960 & 1967)

appears to be best suited to the creation of a model user-oriented organization which will also encourage and facilitate creativity and research on the part of faculty members.[30] According to this approach, faculty members, administrators and students will all become involved in setting goals for their respective library schools. Having played an important role in shaping the objectives, they are more likely to work towards their attainment, both cooperatively and individually.

Courses, Curricula, Learning Experiences and Related Activities

As mentioned earlier, curriculum and course content are extremely important and also must be thoroughly re-evaluated. This is another task facing those library schools wishing to move in the direction suggested here. It is still too early in the reconceptualization process to attempt to

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[30]One objection to the approaches expounded by Likert, Argyris and McGregor frequently voiced, is that there is no research which supports the generalizations made by these members of the "human relations school of management." An excellent study by Barret (1970) goes a long way towards refuting such objections. This study deals with only one large industrial enterprise, but it does provide sound empirical support for the value of participatory management.

specify, in detail, the types of courses or learning experiences one might expect to find in the curriculum of a library school which has successfully completed the restructuring process-- particularly when we consider that the nature of the program will be dictated by the type of goals each school has set for itself. Assuming these goals may be very different from school to school, it would be undesirable to attempt to suggest a single curriculum for all library schools.

In spite of these difficulties, it is possible to make some limited observations about courses, curricula and learning experiences.

The first such observation pertains to the nature of doctoral programs in library science. If library schools are to begin educating user-oriented researchers, they may have to make changes in their doctoral programs which are even more drastic than those required to train information counselors at the master's level. One gains the impression that the main reason for studying for a doctorate in many, but not all, contemporary library schools is to obtain the paper credentials necessary to obtain a prestigious position as a library administrator. (Dalton, 1969)

> ...If the professional school becomes a graduate school culminating in a Ph.D.-- for which a piece of 'research' is required-- must one not ask whether this is either the best way to get research done or the best way to train administrators...[31]

There is little emphasis placed on the development of sophisticated and complex research skills in those library science doctoral programs which are committed to producing library administrators. Were schools in this category to attempt to adopt the orientation suggested in this paper, it would require an almost total abandonment of their existing curricula in favor of courses such as Philosophy of Science, Symbolic Logic, Statistics, Research Methods, Data Analysis Techniques, Simulation, Systems Analysis, Human Information Processing, Social Psychology, Psycho-Linguistics, Computer Programming, and a host of other similar courses.

At the master's level, there are a number of content areas and experiences which would contribute to the education of user-oriented information counselors.[32] One of the most important ones is

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[31]Everett Hughs quoted in Dalton, (1969).

[32]The next four pages are adapted from Hershfield, 1972.

research methods.

A first step in being client-oriented is to find out who one's prospective clients are. Thus, information counselors should be capable of analyzing communities in which they practice, defining different client groups, and establishing priorities for service to specific groups. In one community, for example, a counselor may think it wise to focus his attention on the entire business community, while in another area, a sub-group of the business community, say, small businessmen; businessmen in one or two lines of activity; or minority businessmen might be defined as distinct client groups, requiring specialized information service.[33]

Having defined one or more client groups, the information counselor would again have to call upon his knowledge of research methods to define and rank in specific terms, the information needs of his clients. Knowledge of research methods should also prove helpful as the counselor sets out to satisfy the clients' needs. A survey of community information resources

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[33]The example used here is most relevant for information counselors employed by institutions similar to public libraries. Those who wish to serve other specifically defined client groups, such as the academic community, will require training related to their intended clients' information needs.

may be necessary or documentary research might be required. If the counselor finds that no recorded materials exist with which to serve his clients, then, he may call upon his knowledge of research methods to help him determine the most appropriate form in which to package and present the information to a particular group of users. The counselor will also use his research knowledge to devise means for assessing and improving the effectiveness of his efforts to meet clients' information needs. Finally, the counselor will be able, because of his research skill, to read and evaluate research studies published in a number of scholarly journals, so he can, where warranted, apply the findings to the improvement of his own professional skills.

To be able to perform as suggested above, our information counselors should know and be able to use quantitative methods, philosophy of science, data gathering and analysis techniques, and documentary research.

Because much of the counselor's work may involve interacting with and serving individual clients, he should be a highly skilled person-to-

person communicator. This means he should know and be able to use the findings of many studies on inter-personal communication-- both verbal and non-verbal. He should be knowledgeable in the field of human information processing, and our information counselor must be a highly skilled interviewer, capable of asking the right questions and accurately interpreting client responses. In this connection, empathy (the ability psychologically to put oneself in another's place) is,' perhaps one of the most critical attributes an information counselor can possess. The empathetic individual, by being able to visualize himself in another's place, is better able to understand the other person's frame of reference, and thus, better able to respond effectively to his questions. The empathetic information counselor must be able to recognize the wrong questions and help the client phrase appropriate queries.

In addition to working with individuals on a one-to-one basis, the information counselor will frequently attempt to serve groups of people. He may also be called upon to function as a member of many different groups in the course of his professional activities. It is likely that he will be employed by a complex organization, and he probably will function within the

confines of a larger community.

Knowledge from a number of areas which can be applied in the situations just mentioned will be essential for our information counselors. They should be able to use the results of research on small group behavior to facilitate the operation of groups of which they are members. Organization theory should help them understand and resolve day-to-day and long-range organizational problems which are bound to be encountered in the course of their professional activities. The study of cross-cultural communication can help the information counselor learn to communicate effectively with clients from cultures other than his own. (One of the reasons many programs designed to assist low-income citizens have failed is that they were designed by middle-class Americans who assumed we have one homogeneous national culture which they understood.) The study and comparison of different communication systems should also assist the counselor in learning how members of different cultures or ethnic groups communicate with one another. Familiarity with the political process-- policy formation, the allocation of resources and the selection and influencing of leaders-- will be of inestimable

value to the information counselors, as they attempt to design programs to meet human information needs. Finally, a knowledge of the historical development of the the role of communication media in American society will help the counselors understand the contemporary roles and functions of the media-- thus, making it easier for them to devise strategies, using different media, to meet clients' information needs.

Now we turn to the final area in which our information counselors should have some competence. Here, we include knowledge and skills in the design, operation and management of systems for the acquisition, organization, storage and retrieval of information. The significance of these areas for our information counselors is so obvious that no further justification is required for including them. Moreover, they are areas in which many librarians are already well trained and highly skilled. They must now begin to apply these skills to information problems outside the library to begin to fill the role of information counselors.

There are a variety of ways in which students might be exposed to the topics just mentioned. Programmed instruction, single concept films, computer-

assisted instruction, internships, experiential learning,[34] lectures, films, video cassettes, seminars, discussion groups are all available to those who are responsible for reassessing existing programs and planning new ones. The choice of particular topics, experiences and teaching-learning methods, and the integration of all these elements into a program (or programs) will be dictated by the students' characteristics and goals as well as the school's goals and resources.

Faculty

The changes thus far suggested for library education have major implications for the staffing of library schools. If the orientation suggested earlier and the topics just mentioned are adopted, then, students will be acquiring knowledge, skills and attitudes which, at least in part, are a good deal different from those currently offered in most library schools. What is called for is an inter-disciplinary or multi-disciplinary approach which will involve social scientists, information

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[34]See Alschuler et al. (1970) & Educational Opportunity Forum, Vol. 1, Number IV (Fall 1969) for descriptions of experiential education.

scientists, media specialists and contemporary library scientists in the education of highly skilled information counselors and researchers. The skills and expertise of this rather disparate group of faculty members can be obtained in a number of ways. Non-librarians, with the appropriate backgrounds, can be added to library school faculties. Where library schools are part of universities (with extensive graduate programs in information science, the social sciences and communication media), cooperative programs can be developed which will make it unnecessary to duplicate, on the library school faculty, talents already available in the university. A third alternative is to develop cooperative programs between a member of universities located in a reasonably close geographic proximity.[35]

Whatever alternative is chosen, a major potential problem should be recognized so that it can be dealt with effectively. Faculty who will teach in the program (or programs) must, by definition, come from different disciplines. The previous training and experience of individuals from each of the disciplines is

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[35]Given the current state of instructional, communication and transportation technology, geographic proximity may be irrelevant.

likely to be dissimilar at best. The greater the dissimilarity of backgrounds, the greater the possibility of communication breakdown and conflict. Faculty trained in Library Science tend to have a humanities background, while those specializing in Information Science usually possess strong training in mathematics, the physical sciences and engineering. Faculty members, with backgrounds in the social sciences, are more difficult to categorize, but their training is somewhat different from what one receives either in the humanities or the physical sciences.

This potential source of conflict must be recognized. Integrating mechanisms (above and beyond the normal committees) will be required. These mechanisms should help develop the type of open and trusting communication relationship which must exist if any truly integrated, inter-disciplinary program is to succeed. Such mechanisms could also be used to persuade faculty from each discipline to recognize and appreciate the type of contributions which can be made to the program by those with different training and backgrounds. Finally, it would be wise for each faculty member (what-

ever his discipline) to realize that the types of courses he constructs for the human information program probably should be somewhat different from similar courses he would prepare to teach in his own discipline.

Communication with the Library Profession and Other Relevant Publics

Library schools cannot hope to bring about change in libraries merely by educating rather new and different practitioners and researchers. Unless practicing librarians understand the rationale for these new programs, there is little hope that the program graduates will be employed. Even when members of the library profession have been convinced of the worth of this new orientation and type of education, there will still be a problem. New graduates will tend to occupy junior positions for some time after receiving their diplomas. If their superiors are not familiar with the ideas, concepts and practices being taught in the new programs, they will be unable to make the best use of these information counselors. Finally, if the changes in the library profession suggested here are to come about quickly, then practicing librarians must have regular opportunities to learn the new attitudes, skills and

knowledge which will be offered by those library schools adopting a new orientation.

One of the tasks facing those who would restructure library education is to provide regular continuing education opportunities for members of the profession.[36] Another means of helping practicing librarians acquire new knowledge is to make certain the results of research are disseminated in a form which is easily accessible and comprehensible to them.

Obstacles to Change[37]

Although some impediments to the introduction of change in library schools were mentioned earlier, a more comprehensive review of these potential obstacles should be useful to those who may become involved in the restructuring process.

Behavior patterns, rules, regulations and procedures in most organizations tend, over time, to become rigidified, and hence, highly resistant to

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[36]See Sneed (1972) for an interesting description of the problems of providing continuing education in the professions.

[37]This section of the monograph draws heavily on Hefferlin (1969)

change. This rigidification occurs for several reasons. It is much easier for an individual (faculty, staff, or administrator) to use a procedure or teaching method, or enforce a rule which has been routinized than it is to try to establish new patterns. One need give little conscious thought to a problem if a ritualized procedure has been developed to cope with it.

While, from a management point of view, routinization has some merit, it easily leads to situations in which standardized procedures are used to resolve problems to which they do not apply. Even worse, problems which obviously do not call for the application of standard methods, are disregarded. In this instance, the individual is in fact saying, "I can't solve this problem with the knowledge or procedures I currently possess. Therefore, it is not a problem with which I will be concerned."

The nature of rewards and punishments used in an organization can also encourage blind adherence to procedures. If individuals are punished every time a rule is violated, then observing the rules quickly becomes the main goal of most personnel. In such circumstances, a policy manual rapidly becomes a sacred

text, to be observed in detail, regardless of the goals or purposes of the organization. This type of "goal displacement" is found in far too many organizations in our society, including libraries and library schools.

Another impediment to the introduction of change is the fact that most academic institutions, by their very nature, are basically conservative. "...Most teachers and professors...are concerned with the preservation [emphasis added] as well as the expansion of knowledge..." (Hefferlin, 1969, p. 13). Moreover, the basic structure of most academic institutions makes it difficult to introduce new ideas. Normally, one finds committee after committee, and administrator after administrator who must approve new programs and approaches, before they can be adopted.

Because of their conservative character, the reputations of most institutions of higher education have not, in the past, been related to their adoption of new ideas. On the contrary:

> The accepted roads to academic prestige and advancement are not those of unconventionality. Amitai Etzioni explains the reasons well in these words: 'Businesses which do not innovate are likely to go out of business. Universities, first of all, very rarely disintegrate or are forced to disappear through mergers. Even the most traditionalistic university continues to operate. Hence here innovation is optional and not mandatory...in general, to be a latecomer to institutional innovation and even cultural innovation is not undermining to the operation of a university. Moreover, since reputation and not profit is the main indicator of success, to 'take a risk' by accepting an untested innovation is considered especially unwise. The norm is to 'wait and see.' This fact helps explain why F.M. Cornford, the most incisive observer of academic politics, stated his famous axiom of academic life that 'nothing should ever be done for the first time.' (Hefferlin, 1969, p. 14).

This tendency towards conservatism in most institutions of higher education may be even more pronounced in library schools. Both practicing librarians in universities and colleges, and library school faculty members tend to be concerned about the way they are perceived by other members of the academic community. The drive to obtain faculty status for university librarians is one manifestation of this concern. In library schools, one frequently finds a desire on the part of

faculty members to model their professional school after other highly respected academic units on the campus. Thus, the oft-expressed concern for the maintenance of high standards may be motivated more by a desire for status and prestige on the campus than to improve or maintain the quality of a school's graduates. As a result, rules, regulations and standards seem to be based on practice in other academic units rather than on the particular needs of a professional school.[38]

Another contemporary and perhaps critical impediment to the adoption of the approach suggested in this monograph is the current tight financial situation facing most institutions of higher education. Because of the shortage of funds, faculty members are being called upon to teach more courses and assume more responsibilities, thus leaving little time for reflection on, or the study of, new goals and orientations. If library schools are to move in new directions, faculty members and adminis-

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[38]Obviously, American Library Association accreditation, standards, procedures, and practices have also been an important influence. Even here, however, one suspects external prestige, considerations and image problems have, in the past, influenced the adoption of standards and their application.

trators will not be able to conduct business as usual. Time and resources will be required to allow them to assess their current status in a systematic and thorough fashion, so they will be able to establish new goals and devise the means to move toward the attainment of those goals.

CONCLUSIONS

Librarians, trained as information counselors, can make important contributions to the solution of some of this nation's major political, social and economic problems. However, before library schools can even begin to educate such specialists, faculty and administrators must recognize the need to make changes in almost every phase of their operations. They must establish new goals, assess their current status, and devise means by which to reach these new goals. Moreover, they must develop mechanisms with which to evaluate progress toward the attainment of these goals, as well as assessing the continued validity of their new objectives. Library educators must develop flexible organizational structures capable of adapting to new conditions, and they, themselves must be flexible and willing to modify their own behavior.

If one judges from the history of innovation in American higher education (Hefferlin, 1969), then he must conclude that there is little likelihood of library schools reforming themselves from within. I cannot believe, however, that those who know history are doomed to repeat it. Library educators are capable of responding to the challenges of the latter part of the twentieth century, if they will only recognize those challenges.

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